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ABSTRACT

The philosophy of this reading program is to guide all children to become independent readers and to stimulate them to build an abiding interest in reading a variety of materials on a wide range of topics. Essentially a diagnostic-prescriptive approach, the program instructs teachers in determining children's performance levels or potential reading levels, their reading levels for purposes of grouping, and their most appropriate mode of learning. The assessment tools available in the district are described. The remainder of the program discusses the teacher's role and responsibilities in the teaching of reading, evaluation of progress, and selection of materials. Primary and intermediate grade reading objectives and a criterion-referenced reading profile test are included. Comparative information on each of the reading series available in the district at each grade level is also provided. (TO)

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Reading: the Champaign Approach

The Teacher as the key

Champaign Community Unit School District
Marshall K. Berner, Superintendent
Champaign, Illinois March 1975

Prepared by Unit 4 Staff as a part of the Inservice Program in ESAA, Title VII, a USOE Grant.

CS 001 815

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INTRODUCTION

The teaching of reading is a crucial responsibility in the Unit 4 school system. It is important that our reading activities include (1) a clear understanding of what we expect pupils to learn; (2) some suggested activities and materials to help pupils in the process of learning; (3) a comprehensive and easy to use evaluation system, and (4) a clear communication device for sharing information about pupil progress.

Through using the resources of Title VII of the Emergency School Assistance Act staff members have once again focused on the reading process in Unit 4. They built upon earlier work done by the Unit 4 Reading Committee and various individual staff members. The task of upgrading, refining and clarifying will need to continue. However, the following document includes most of the important elements of our reading program. It is a significant contribution to the important elements of our reading program. It is a significant contribution to the improvement of instruction in Unit 4. The Title VII committee, is to be commended for its thorough and capable efforts. As teachers in our school system use these materials they can receive much help in improving the teaching of reading.

Dr. Arthur Turner
Assistant Superintendent of Instruction
Champaign Community Unit School
District #4

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Basic to all instruction in the education of children is the ability to read. The teacher is the key to opening that important door through which the child enters the world of learning. This guide contains that point of view. It also forms the basis from which a teacher can measure his or her effectiveness in reaching for a comprehensive teaching strategy in reading.

However, this guide cannot be considered complete. The committee of conscientious teachers who worked on this project would not nor did not consider it so. It is an excellent beginning -- better that most efforts of this type. This document should be viewed as an initial working guide that will be revised through application of its contents. The contents and its recommendations should be checked for viability in increasing instructional effectiveness.

Being a part of this enterprise has been a satisfying experience. The committee members were receptive to suggestions and requested guidance when needed. They did their homework and did it well. Champaign Unit 4 teachers should be proud of the professional service they perfomed. Recognition should be extended to Mrs. Margaret Stillwell for her constant concern and leadership and to Dr. Arthur Turner for his encouragement and support. Title VII should be commended for providing the resources to facilitate this project. This document attests to the worthiness of these efforts and support.

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THE TEACHER'S GOALS IN TEACHING READING

The teacher has a rationale for instructional effort.

The teacher checks to see if the child is reading commensurate with his ability.

The teacher determines reading levels for grouping.

The teacher determines mode of learning when appropriate.

The teacher selects the proper assessment tools.

The teacher integrates reading into a daily program of organization.

After testing what? The teacher uses the data in placing and instructing children.

The teacher monitors the child's development in reading skill growth.

The teacher understands the purpose of the material used.

The teacher understands the terminology of the field.

1

PHILOSOPHY

The teacher has a rationale for instructional effort.

Philosophy:

The philosophy of the Unit 4 reading program is to guide all children to become independent readers and to stimulate them to build an abiding interest in reading a variety of worthy material on a wide range of topics.

Instruction should start at the child's level and become increasingly more complex as he is ready.

The content and management of the reading program should provide success and contribute positively to each child's realization of his potential as a human being.

Implementation of Philosophy:

Effective instruction of reading for individual children should be based on the thorough analysis of each child's strengths and limitations in the basic reading skills areas

Effective reading instruction is based on the individual needs of each pupil. The child needs to receive instruction at his/her reading level. Realizing that children learn at different rates, grouping should be flexible (throughout the year).

Because pupils learn in different ways, multi-texts and various teaching techniques should be employed.

To meet pupils' needs, it may be necessary to use materials designated for other grade levels. Before using basal texts of a higher grade level, a thorough examination of various enrichment materials should be made.

To facilitate flexible grouping, it is advisable that reading materials be stored in a central location in each building.

A listing of diagnostic and instructional materials, and where they may be obtained, should be given to each teacher at the beginning of each school year.

In the spring of the year the ordering of texts, workbooks and diagnostic materials should be done in cooperation with the present and future teachers of the students.

As an indication to children that reading is important and fun, each school should have a well-equipped, adequately staffed, and attractive library.

The teacher checks to see if the child is reading commensurate with his ability.

I. Determine the child's potential P^1 level, i.e., an estimate of the level a child should be able to read.

A. Non-verbal intelligence score
B. Picture Vocabulary Test
C. Listening Comprehension Test

II. Determine the child's performance P^2 level, i.e., his current reading achievement level.

See assessment section for selection of an instrument.

III. Compare P^1 with P^2, i.e., potential with performance.

A. Must be in like terms, i.e., both in grade levels, age levels, etc.

B. Use Bond - Tinker Formula -
$$(\text{years in school} \times \frac{\text{I.Q.}}{100}) + 1.0 = P^1$$
Convert I.Q. estimate into grade level terms if necessary.

IV. Determine discrepancy between P^1 and P^2 should any exist. Discrepancy is not a problem until difference at or greater than the following exist:

Grade Placement	Discrepancy
1 or 2	.5 or 1/2 year
3 or 4	.75 or 3/4 year
5 or 7	1.0 or 1 year
8+	1.5 or 1 1/2 years

V. Determine status and progress.

$P^1 = P^2$ — Normal Development
Continue developmental program, modify, and/or adapt instruction.

$P^1 > P^2$ — Reading Problem
(Make further analysis.)

DETERMINING READING LEVELS PRIOR TO GROUPING

3

The teacher determines reading level for grouping.

I. Grouping - Kindergarten and First Grade

A. Individual screening by teacher or aide

1. Recognition of letter names and sounds, capital and lower-case letters separately

2. Recognition of colors, color words, and matching the two

B. Group or class screening

1. Readiness workbooks and worksheets

a. Left to right eye movements
b. Top to bottom eye movements
c. Sequence of events
d. Letter and word matching
e. Word memory
f. Motivation
g. Reproduction of symbols and shapes
h. Attention span
i. Auditory discrimination - hearing similar and dissimilar sounds
j. Book handling
(1) Finding front of book
(2) Finding pages
(3) Left page before right

2. Contributions to discussions

a. Uses complete sentences
b. Verbally constructs a short experience story
c. Good speaking vocabulary
d. Good listening vocabulary and comprehension

C. Suggested ways to determine reading level and skills needed in kindergarten and first grade for children showing high readiness level.

1. Start instruction at the preprimer level.

2. Children reading well at the preprimer level or above should be tested by the classroom teacher or reading specialist, using any of the following:

   a. Informal Reading Inventory
   b. Finger Counting
   c. Dolch or other word lists

   (For details see Grouping - Grades 2-6.)

II. Grouping - Grades 2-6

A. To facilitate grouping, it is advisable to administer individual tests to each child in your class. Some possible suggestions of things that should be done before placement follow:

1. Check cumulative folder for the previous books read.
2. Check with the child's previous teacher for an opinion of an estimated reading level.
3. If you have a Learning Center (Dr. Howard, Columbia, Garden Hills) check the print-out to detect weaknesses.
4. See Wisconsin Design Card (Carrie Busey, Kenwood)

B. Suggested reading tests - Grades 2-6

1. Dolch 220 - basic word list that should be mastered by third grade in this section.
2. Finger Counting - select sequential basal readers from the same series. Choose page in the middle of each reader. Count the number of words. Based on your estimate of the child's reading ability, begin testing one year below that level. Set a purpose for reading. Have the child read the page orally. Count the number of mispronunciations, insertions, omissions, substitutions, and unknown words. Record hesitations and repetitions but don't score them as mistakes. Divide the total number of words by the number of mistakes. Example: words on the page = 125

   mistakes = 5

$$5\overline{)125} \quad 25$$

Your ratio for this test is one mistake for every twenty-five words (1/25).

Look at the chart:

Grades	Independent	Instructional	Frustrational
Preprimer - grade 2	1/17	1/16 - 1/8	1/7
3-5	1/27	1/26 - 1/13	1/12
6+	1/36	1/35 - 1/18	1/17

If this basal selection were at grade five, this would be the child's instructional level. The teacher is interested in determining the instructional level. Grouping should be based on the instructional level. No child should be placed at a frustrational level for instructional purposes.

3. Informal Reading Inventory (IRI) - several IRI's are available. Consult your building reading specialist for these various instruments.

Because classes differ so widely, there is no one plan for grouping that fits every need. Grouping should be very flexible, and the teacher should regroup children to fit their needs.

Name_____

Grade_____ Date_____

DOLCH BASIC WORD LIST

PP	P	1	2	3
1. a	1. all	1. after	1. always	1. about
2. and	2. am	2. again	2. around	2. better
3. away	3. are	3. an	3. because	3. bring
4. big	4. at	4. any	4. been	4. carry
5. blue	5. ate	5. as	5. before	5. clean
6. can	6. be	6. ask	6. best	6. cut
7. come	7. black	7. by	7. both	7. done
8. down	8. brown	8. could	8. buy	8. draw
9. find	9. but	9. every	9. call	9. drink
10. for	10. came	10. fly	10. cold	10. eight
11. funny	11. did	11. from	11. does	11. fall
12. go	12. do	12. give	12. don't	12. far
13. help	13. eat	13. going	13. fast	13. full
14. here	14. four	14. had	14. first	14. got
15. I	15. get	15. has	15. five	15. grow
16. in	16. good	16. her	16. found	16. hold
17. is	17. have	17. him	17. gave	17. hot
18. it	18. he	18. his	18. goes	18. hurt
19. jump	19. into	19. how	19. green	19. if
20. little	20. like	20. just	20. its	20. keep
21. look	21. must	21. know	21. made	21. kind
22. make	22. new	22. let	22. many	22. laugh
23. me	23. no	23. live	23. off	23. light
24. my	24. now	24. may	24. pull	24. long
25. not	25. on	25. of	25. read	25. much
26. one	26. our	26. old	26. or	26. myself
27. play	27. out	27. once	27. right	27. never
28. red	28. please	28. open	28. sing	28. only
29. run	29. pretty	29. over	29. sit	29. own
30. said	30. ran	30. put	30. sleep	30. pick
31. the	31. ride	31. round	31. tell	31. seven
32. three	32. saw	32. some	32. their	32. shall
33. to	33. say	33. stop	33. these	33. show
34. two	34. she	34. take	34. those	34. six
35. up	35. so	35. thank	35. upon	35. small
36. we	36. soon	36. them	36. us	36. start
37. where	37. that	37. then	37. use	37. ten
38. yellow	38. there	38. think	38. very	38. today
39. you	39. they	39. walk	39. wash	39. together
	40. this	40. were	40. which	40. try
	41. too	41. when	41. why	41. warm
	42. under		42. wish	
	43. want		43. work	
	44. was		44. would	
	45. well		45. write	
	46. went		46. your	
	47. what			
	48. white			
	49. who			
	50. will			
	51. with			

Grade Level Approximations:

Less than 75 words known as sight words = Pre-primer level

75-120 = Primer level

120-170 = First Reader level

170-210 = Second Reader level

MODALITY

The teacher determines mode of learning when appropriate.

Approximately 20% of beginning readers experience some difficulty in reading. Modality testing is a diagnostic tool that may be used by the classroom teacher to determine the most appropriate reading text. This is usually done on the pre-primer and primer instructional levels. The observations of kindergarten teachers can be very important in determining some children's modality. In Unit IV schools supportive service personnel may also be utilized.

I. Approaches

A. Auditory: method based upon the act of hearing
   1. Auditory acuity - how well one hears
   2. Auditory comprehension - understanding what is said
   3. Auditory discrimination - differentiation of sounds
   4. Auditory perception - ability to hear or be aware of sounds, differentiate among them, recall them, and keep them in sequence

B. Visual: method based upon the act of seeing
   1. Visual acuity - keenness of vision
   2. Visual discrimination - determining similarities and differences among objects, figures, letters, words, and phrases
   3. Visual perception - ability to see or be aware of objects, figures, letters, words, and phrases requiring the ability to discriminate among them, recall them, and keep them in sequence

C. Kinesthetic: method based upon the acts of writing, tracing and touching

D. Combined: method based upon a balance of visual, auditory, and kinesthetic approaches

II. Method for Selection of Modality (for use at any level)

A. Select about 5-10 words for each modality. Choose words from books to be used. There will be 5-10 words for auditory, visual, kinesthetic, and combined eclectic approach. Children should not know the words chosen. Work with children in small groups or individually.

B. Teach 5-10 words, basically using one method of teaching - for example, auditory.

C. Plan two testing periods; one hour later and 24 hours later after teaching the 5-10 words. This will determine whether child has a short term or long term memory.

D. Repeat with each modality.

E. After determining the best approach to be used with a particular child, refer to the "Comparison Guide to Unit 4 Reading Materials," in this booklet. Materials to be used for instructional placement are indicated for use with various groups in the classroom.

5

ASSESSMENT OF READING SKILLS

The teacher selects the proper assessment tools.

Achievement Test (Norm-referenced)—

This is a test whose scores are interpretable only by reference to a distribution of scores obtained from an entire tested group; in other words, the scores express the extent of individual differences.

Grade	Test
K	ABC Inventory Skills Deficiencies Checklist
2	Metropolitan Achievement, Primary I, Form F
3	Metropolitan Achievement, Primary II, Form F
4	Metropolitan Achievement, Elementary Form F
5	STS Educational Development Series Elementary, Form A - Basic Skills
6	STS Educational Development Series Elementary, Form A - Complete Battery

The Metropolitan Achievement Tests are designed to assist in evaluation of comprehension, vocabulary, and spelling.

Diagnostic Test (Criterion-referenced)—

This is a test whose scores derive their meaning by reference to an external standard or criterion. This assessment is needed to attain instructional units.

Grade	Test
K	McGraw-Hill Early Learning System Module A-G each have a pretest and posttest
1-3	Macmillan Reading Readiness Test Macmillan Mastery Tests: Levels 5-14

Grade	Test
1-3 (con't.)	Word Recognition Tests in Discovery Books: Levels 3-11 Word Recognition Tests on Spirit Duplication Masters: Levels 3-11 Macmillan Tests place an emphasis on word recognition, word analysis, and comprehension. Scott Foresman -- Tests accompany levels one through twelve. The primary emphasis does appear to be comprehension, use of picture clues, and application of context information. They are limited in the number of objectives that they test on the Unit 4 Individual Reading Progress sheet. Little or nothing is specifically assessed for: auditory discrimination, vocabulary development, phonetic analysis, dictionary skills or silent-oral reading. Economy Company -- Keys to Reading Competency Skills Tests for each level or basal reader with an emphasis on vowel and consonant sounds, word structure, and comprehension. Student Profile for levels 1-15. Macmillan Mastery Tests : Levels 5-14 End of the Unit Tests on Spirit Duplicating Masters: Levels 12-14. These tests tend to emphasize word recognition and comprehension. American Book includes achievement-placement and check-up tests at intervals within each level. Emphasis seems to be comprehension and word recognition.

Order:

Publishers Tests from Servicenter --

1. Scott-Foresman (1-3) End of Level Tests
2. Economy (1-3) Competency Test
3. Macmillan Mastery Test (4-6)
4. American Book Company (4-6) Check Up Tests

These tests should be ordered each spring of the preceding year. The form is attached to the end of the book inventory form.

Wisconsin Design for Reading Skill Development*

This program is designed to evaluate the following:

Word attack skills -- It has 46 small tests distributed in 4 levels (A-D) to assess phonetic skills and word analysis.
Comprehension skills -- It is divided into seven levels (A-G), with 34 small tests, to assess main ideas, sequence, reasoning, detail, context, and affixes.
Self-directed Reading, interpretive skills, study skills, and creative skills--It has check lists to assist in "teacher observation" items.

The results are recorded by notching cards for skills mastered. These cards are an easy reference to check a child's progress.

Educational Progress Criterion Reference Tests*

Machine-scored tests, levels 1-8, give information in the areas of phonetic analysis, structural analysis, vocabulary development, comprehension, and study skills. The results are grouped. "You were able to", "You need to review how to", and "You need to learn how to". The print-out also lists pages in our basal readers that can be used to teach the necessary skill. A pupil profile folder can be used to record the skills mastered and those needing instruction.

Primary level of the test --
This would be good for the word analysis skills: phonetics, parts of speech, root words, and syllabication. However, it does not cover the following areas of the Unit 4 Reading Progress Sheet: oral expression, silent reading, visual clues to reading, work study skills, auditory discrimination, areas of comprehension and vocabulary development.

Intermediate level of the test --
This seems to be quite inclusive of the items listed on the Unit 4 Individualized Reading Progress Sheet. It covers comprehension skills more extensively than our Unit 4 Reading Progress Sheet requires, and it does a thorough job of vocabulary analysis. In comparison with our Unit 4 Reading Progress Sheet it does tend to be weak in the areas of auditory and visual discrimination, oral reading, and work study skills.

*Currently being used --
Wisconsin Design for Reading Skill Development -- Carrie Busey, Kenwood.
Educational Progress Criterion Reference Tests -- Columbia, Dr. Howard, Garden Hills.

INTEGRATING READING INTO A DAILY PROGRAM 6

The teacher integrates reading into a daily program of organization.

A daily program should be flexible, provide for wise use of time, encourage effective social living and meet the needs of all children.

I. Time distribution and subject placement

A. Program should be thought of as a guide - everyone needs a plan to follow.

B. A balance of mental and physical activities should be scheduled to avoid fatigue and monotony.

C. The length of the time block will be determined by the ages of the pupils and their interest span. Periods designated for the practice of specific skills should be short.

D. Subject areas can always be interrelated when there is a common center of interest or when skills can be used in a functional situation.

E. Allow time for summaries, conclusions, evaluations and plans for future activities.

II. Alternative teaching activities, methods, and management systems

A. Learning Centers
B. Interest centers
C. Varied grouping
D. Discovery Approach
E. Contracts
F. Activity cards
G. Pupil freedom to choose among alternatives
H. Educational games
I. Individual or committee projects
J. Pupil responsibility for care of the classroom
K. Field trips
L. Experiments
M. Visual Aids
N. Arts and Crafts

Suggested Kindergarten Time Allotments

Activity	Minutes
Opening activities	10
Language Arts (listening, speaking, reading, writing)	30
Social Studies/Science/Health	20
Work time (manipulatives, art, projects, blocks, books, small - group activities, experiments)	40
Snack	10
Math	20
Music/P.E.	15
Dismissal	5
TOTAL	150

Suggested Grades 1-6 Time Allotments

	1	2	3	4	5	6
Opening Procedures - twice a day attendance, lunch count, announcements	15	15	15	15	15	15
Language Arts:						
Reading	120	110	90	60	60	60*
English, creative writing, handwriting	25	20	40	40	40	40
Spelling	---	20	25	30	30	30
Social Studies, Art, Science:						
Health, Self-selection activities	75	60	60	70	70	70
Math:	45	45	40	55	55	55
Supervised Free Play:	15	15	15	15	15	15
Music/P.E.:	Music twice a week for 30 min. P.E. 3 times a week for 30 min.					

The foregoing daily schedules and suggestions are given for you to use as you see fit. Each teacher should build his own program. Your class needs should determine the length of all class periods.

*At least 1/2 allotted time should be spent in the act of reading.

7

TEACHING READING

After testing what? The teacher uses the data in placing and instructing children.

After determining the appropriate reading level for each child in the class, the teacher should do the following:

1. Place the children in instructional groups. Three to four groups is a workable number. Usually no more than ten pupils should be in a group.

2. Be thoroughly familiar with the format of all the basal series to be used.

3. Meet with the group on a regularly scheduled basis; usually once daily.

4. Prepare all stories and lessons in advance.

The following is a suggested plan for a directed reading activity that can accompany any story in any basal reading series.

DIRECTED READING ACTIVITY

I. Readiness

A. Motivation

1. Discuss what the title of the story could mean.
2. Discuss the pictures.
3. Have the pupils relate their own experiences to the title and picture.

B. Background

1. Tell about story characters.
2. Geographical setting
3. Information about the author

C. Vocabulary

1. Put the vocabulary on the chalkboard.
2. Have the students say the words they already know, and discuss meanings.
3. Use orally in a sentence.

D. Purpose

1. Direct the child to read so as to answer purposeful questions.
2. Purposes should be clear and concise.
3. This element is the key to comprehension.

II. Silent Reading

III. Response

A. Discussion

1. Go back to purposes and discuss.
2. Relate children's experiences to story.
3. Have children answer specific questions.

B. Oral Reading

1. Have each student read aloud. The story could be re-read in whole or in part. Students might select a section they'd like to re-read or could re-read to find specific answers to questions.
2. This could be as a group or individually.

C. Creative Activities

1. Role playing a similiar situation
2. Creative writing stimulus

D. Skills and Drills

1. Vocabulary practice to reinforce new words
2. Worksheets
3. Crossword puzzles
4. Games
5. Accompanying reader worksheets and workbook

E. Transfer and Application

1. Further discussion
2. Vocabulary quiz
3. Related articles, stories, books, films, drawings, cassettes, records to correlate with the topics

IV. Additional Program Activities

A. Independent reading encouraged with library materials. Have free reading from 20-30 minutes at least once a week. Silent reading by the teacher during this time is a motivating factor.

B. Daily oral reading by the teacher sets a pattern for pleasurable reading as well as serving as a model in oral expression.

EVALUATING PROGRESS 8

The teacher monitors the child's development in reading skill growth.

Evaluation is an ongoing process. The following pages provide a systematic approach for evaluating the child's progress and should be used throughout the year:

1. Kindergarten Readiness Objectives (Districtwide)
2. Primary Reading Objectives (Districtwide)
3. Intermediate Reading Objectives (Districtwide)
4. Criterion Reference Tests (Columbia, Dr. Howard, Garden Hills)
5. Wisconsin Design (Kenwood, Carrie Busey)

The following forms are distributed in the fall, used periodically, and filed in each child's cumulative folder at the end of the school year.

KINDERGARTEN READINESS ASSESSMENT AND OBJECTIVES

NAME _____ DATE _____

TEACHER _____ SCHOOL _____

	S				U
1. Follows directions					
2. Shows courtesy and self-control in speech and action					
3. Listens attentively					
4. Expresses himself adequately					
5. Counts objects to _____					
6. Recognizes cardinal number symbols (1-10)					
7. Understands numbers					
8. Recognizes some letters					
9. Prints Name					
10. Recognizes the colors					

* Grading Scale - Satisfactory to Unsatisfactory

PRIMARY READING OBJECTIVES

Teacher _____ Grade 1 / 2 / 3 Year _____ / _____ / _____ Pupil's Name _____

Directions to the teacher: This sheet is to be used throughout the year to record the pupil's progress in the reading skill areas listed below. During the school year it is to be used as a teaching guide. Place this record in the pupil's cumulative folder at the end of the year.

Mark with ☑ to indicate skill has been initiated.
Mark with ☒ to indicate skill has been mastered.

	Grade 1	2	3
ORAL EXPRESSION			
1. Comprehends oral language			
2. Makes simple endings to stories			
3. Expresses self in complete sentences			
SILENT-ORAL READING			
1. Reads silently without moving lips, tongue or head			
2. Reads with expression and fluency, noticing punctuation			
3. Reads at a reasonable pace with no signs of tension			
4. Reads with a minimum of errors (without repetition, reversals, substitutions, omissions, additions)			

	Grade 1	2	3
AUDITORY DISCRIMINATION			
1. Listens attentively to spoken words in conversation, oral directions, story telling, reading			
2. Hears differences in words			
3. Hears consonant sounds			
4. Hears rhyming words			
5. Hears long and short vowel sounds in spoken word			
6. Hears consonant blends			
7. Hears consonant diagraphs			
8. Hears vowel combination sounds			
9. Hears number of syllables in a word			
VOCABULARY DEVELOPMENT			
1. Uses sight vocabulary appropriate to level ____ (Use Dolch Basic Word List in Curriculum Manual)			

	Grade 1	2	3
VISUAL DISCRIMINATION			
1. Differentiates between left, right			
2. Progresses from top to bottom			
3. Uses picture clues			
4. Recognizes colors, sizes, shapes			
5. Sees likenesses and differences in pictures, letters, words			
6. Recognizes own name			
7. Knows names of letters			
8. Matches capital and small letters			
9. Recognizes consonants			
10. Writes initial, medial, final consonants illustrated by pictures			
11. Recognizes consonant blends			
12. Writes consonant blends in initial or final positions from the spoken word			
13. Writes consosnant diagraphs in initial or final positions from the spoken word			
14. Recognizes a prefix or suffix			
15. Recognizes contractions			
16. Recognizes possessives			

PHONETIC ANALYSIS	Grade 1	2	3
1. Marks long or short vowels according to vowel rules			
2. Knows special vowel sounds:			
2.1 "ou-ow" (house, soul; how, low)			
2.2 "y" as a vowel (very, fry)			
2.3 "a" before ll, lk (ball, talk)			
2.4 "a" before or after "w" (saw, was)			
2.5 "o͝o-oo" (zoo, hook)			
2.6 "r" controlled vowels (er, ir, ur)			
2.7 "oi-oy" (soil, boy)			
2.8 "ough" (rough, dough, through)			
3. Knows sounds of diagraphs			
4. Knows sounds of blends			
5. Knows special consonant sounds:			
5.1 "c" followed by e, i, or y			
5.2 "g" followed by e, i, or y			
5.3 silent letter combinations: "kn", "gn", "wr" (knock, gnat, wrong)			
6. Knows how to make new words by consonant or vowel substitutions (hill, bill)			

STRUCTURAL ANALYSIS	Grade 1	2	3
1. Identifies root words			
2. Knows how to add prefixes			
3. Knows how to make compound words			
4. Knows how to form contractions			
5. Applies rules to divide words into syllables:			
5.1 vowel-consonant (de/pict)			
5.2 vowel-consonant, consonant-vowel (fol/low, con/tain)			
5.3 "le" rule (ta/ble)			
5.4 consonant, vowel-vowel, consonant (di/et)			
6. Accents the stressed syllable			
7. Knows when to use "er", "est"			

COMPREHENSIVE WORK-STUDY SKILLS	Grade 1	2	3
1. Follows oral directions			
2. Reads and follows written directions			
3. Remembers from oral reading:			
3.1 names of characters			
3.2 sequence of events			
3.3 main ideas			
3.4 conclusions			
4. Remembers from silent reading:			
4.1 names of characters			
4.2 sequence of events			
4.3 main ideas			
4.4 story facts			
4.5 conclusion			
5. Anticipates outcome of story			
6. Sees relationships, makes inferences			
7. Empathizes with characters			
8. Reads for the purpose of:			
8.1 pleasure			
8.2 obtaining an answer			
8.3 obtaining general information			
9. Uses index, glossary, table of contents			
10. Uses encyclopedia			
11. Classifies items:			
11.1 things that go together (hat-coat, cup-saucer)			
11.2 opposites (hot-cold)			
11.3 spatial relationships (over-under, top-middle-bottom)			
11.4 alike and different			
12. Understands and uses homonyms, synonyms, antonyms			
13. Distinguishes between fact and fantasy			
14. Transfers skills to other subject areas			
15. Knows alphabet			

Intermediate Reading Objectives

Teacher _____ Grade 4 Year _____ Pupil's Name _____

5

6

Directions to the teacher: This sheet is to be used throughout the year to record the pupil's progress in the reading skill areas listed below. During the school year it is to be used as a teaching guide. Place this record in the pupil's cumulative folder at the end of the year.

Mark with ☒ to indicate skill has been initiated.
Mark with ☒ to indicate skill has been mastered.

	Grade 4	5	6
AUDITORY DISCRIMINATION			
1. Hearing a word twice, writes word phonetically			
2. Hearing a sentence read through at least twice, writes sentence correctly			
3. Selects rhyming words out of a series			
4. Hears syllables in words			
5. Hears accents in words			
6. Listens attentively to oral discussions			
VISUAL DISCRIMINATION			
1. Uses pictorial clues to decode new words			
2. Adjusts to size and format of materials			

	Grade 4	5	6
VOCABULARY DEVELOPMENT			
1. Recognizes new words from context clues			
2. Uses new words correctly in written expression			
3. Uses content to aid in selection of correct word in a given list to fill in the blank of a sentence			
4. Recognizes homonyms, synonyms, antonyms			
5. Understands figurative and colorful expressions			
6. Understands some forms of colloquial speech			
7. Knows abstract words			

	Grade 4	5	6
PHONETIC ANALYSIS			
1. Identifies blends, diagraphs, dipthongs			
2. Knows vowel principles:			
2.1 Silent "e"			
2.2 Double vowels			
2.3 Vowels followed by "r"			
2.4 Open and closed syllables			
3. Identifies number of syllables			
4. Understands syllabication principles:			
4.1 Double consonants			
4.2 Single consonants			
4.3 "Le" words			
5. Uses configurational clues in decoding new words			
6. Shows workable command of the vowel sounds and symbols			
7. Recognizes exceptions to syllabic generalizations			

STRUCTURAL ANALYSIS

	Grade 4	5	6
1. Knows and uses apostrophe, hyphen			
2. Recognizes and knows the meaning of prefixes, suffixes			
3. Knows how to change various types of root words to plural form			
4. Recognizes the past tense of verbs			
5. Divides 4 syllable words into syllables			
6. Marks the primary accent in a 4-syllable word			
7. Sees relationships between inflected and derived forms and their root word			
8. Recognizes and uses good sentence structure in all written assignments			

ORAL READING

	Grade 4	5	6
1. Follows punctuation and phrasing			
2. Reads with feeling and expression			
3. Does not insert, delete or substitute letters			
4. Considers audience by means of:			
4.1 Adequate volume			
4.2 Careful articulation			
4.3 Correct phrasing			
4.4 Emphasis of expression			

COMPREHENSION

	Grade 4	5	6
1. Grasps main idea of a story			
2. Follows details of story			
3. Reads to find answers to specific questions			
4. Puts events in sequential order			
5. Interprets feelings of characters			
6. Distinguishes true from false, fact from opinion			
7. Distinguishes between relevant and irrelevant statements			
8. Skims for facts and main ideas			
9. Forms visual or sensory images from written material			
10. Interprets figures of speech			
11. Draws reasonable conclusions			
12. Makes generalizations from materials read			
13. Predicts outcomes			
14. Follows a set of written directions			
15. Describes the characters, theme, plot, setting through written or verbal expression			
16. Demonstrates avenues of creative expression			

PLEASURE READING

	Grade 4	5	6
1. Choses fiction			
2. Choses non-fiction			

WORK-STUDY SKILLS

	Grade 4	5	6
1. Locates and organizes information			
2. Uses table of contents and index independently			
3. Uses card catalog			
4. Uses dictionary or glossary effectively			
5. Alphabetizes to 4th or 5th letter			
6. Interprets maps, charts, graphs			
7. Uses timetable, TV Guide, periodicals			
8. Uses encyclopedia, atlas, almanac			
9. Uses most appropriate reference source for locating information			
10. Puts information obtained from resource materials into own words			
11. Takes notes from reading and oral presentations			
12. Writes simple outline			
13. Writes concise, factual reports			
14. Demonstrates individuality in creative writing			
15. Choses appropriate level of material.			

CRITERION REFERENCE TEST

NAME - LAST _____ FIRST _____

GRADE - CIRCLE ONE K 1 2 3 4 5 6 7 8 SCHOOL - IN PENCIL READING INVITE

ICRT #	LEVEL A	*M	I
1-5	Identify words containing a, e, i, o, or u		
6	Match letter forms Bb, Hh, and Jj		
7	Identify picture whose name begins with same sound as words given orally using /b/h/j/		
8-11	Identify words containing Bb, Hh, Jj		
12	Match letter forms Rr, Yy, Zz		
13	Identify picture whose name begins with same sound as words given orally using /r/y/z/		
14-17	Identify words containing Rr, Yy, Zz		
18	Match letter forms Cc, Ff, Ss		
19	Identify picture whose name begins with same sound as words given orally using /f/s/c/		
18-20	Identify words containing Cc, Ff, Ss		
21	Match letter forms Kk, Ll, Mm		
22	Identify picture whose name begins with same sound as words given orally using /k/l/m/		
23-25	Identify words containing Kk, Ll, Mm		
26	Match letter forms Nn, Pp, Vv		
27	Identify picture whose name begins with same sound as words given orally using /n/p/v/		
28-30	Identify words containing Nn, Pp, Vv		
31	Match letter forms Qq, Tt, Ww		
32	Identify picture whose name begins with same sound as words given orally using /q/t/w/		
33-35	Identify words containing Qq, Tt, Ww		
36	Match letter forms Dd, Gg, Xx		
37 38	Identify picture whose name begins with same sound as words given orally using /d/g/x/		
39-41	Identify words containing Dd, Gg, Xx		

LEVEL 1

ICRT #			
42	Identify a word that begins with the same sound as two picture names /m/		
43	Beginning sound: /s/		
44	Beginning sound: /t/		
45	Beginning sound: /b/		
46	Beginning sound: /r/		
47	Beginning sound: /c/		
48	Beginning sound: /l/		
49	Beginning sound: /d/		
50	Beginning sound: /n/		
51	Beginning sound: /f/		
52	Beginning sound: /p/		
53	Beginning sound: /g/		
54	Beginning sound: /h/		
55	Beginning sound: /j/		
56	Beginning sound: /k/		
57	Beginning sound: /v/		

* M - Mastered
I - Instruction Needed

ICRT #	LEVEL 1 continued	M	I
58	Identify a word that ends with the same sound as two picture names: /d/		
59	Ending sound: /m/		
60	Ending sound: /t/		
61	Ending sound: /n/		
62	Ending sound: /p/		
63	Ending sound: /r/		
64	Ending sound: /l/		
65	Ending sound: /k/		
66	Identify a word that has same vowel sound as two picture names: short /a/		
67	Short vowel sound /e/		
68	Short vowel sound /i/		
69	Short vowel sound /o/		
70	Short vowel sound /u/		
71	Long vowel sound /a/		
72	Long vowel sound /u/		
73	Long vowel sound /ee/		
74	(VC+E) /i/		
75	(VC+E) /o/		
76	open, long /e/ me		
77	open /o/ go		
78	open /y/ by		
79	regular /ay/ /ai/		
80	regular /oe/ toe		
81	/ow/ know		
82	Identify the initial blend that completes the name of a picture: /sl/		
83	Initial blend /fl/		
84	Initial blend /bl/		
85	Initial blend /cl/		
86	Initial blend /tr/		
87	Initial blend /gr/		
88	Initial blend /sm/		
89	Initial blend /sw/		
90	Identify the correct plural noun for -s to complete a sentence		
91	Answer details about a written passage with a high frequency of -s plural nouns		
92	Plural noun form -es		
93	Identify the correct third person singular verb form -s to complete a sentence		
94	Third person singular verb form -es		
95	Select a word that completes a hyphenated compound word and names a picture		
96	Select a word that completes an unhyphenated compound word and names a picture		
97	Identify a word that completes a sentence describing space relationships in picture		

BKLT 216-217 218-219 222-223 224-225 226-227

202 204 205 206 207 208 209 212-213 214-215

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BKLT	ICRT #	LEVEL 1 continued	M	I
228-229	98	Identify correct past tense verb form to complete a sentence: -ed		
	99	Past tense verb, double final cons. add -ed, batted		
	100	Past tense verb, drop final e, add -ed, baked		
	101	Identify correct participle verb form to complete a sentence: -ing		
	102	Pres. participle verb, double final cons., add -ing, batting		
	103	Pres. participle verb, drop final e, add -ing, baking		
	104	Identify correct singular possessive noun to complete a sentence: -'s		
	105	Identify a word or phrase that completes an inference drawn from sentences		
232-233	106	Answer questions about time relationships in a passage w/ high freq. of long vowel digraphs		
	107	Answer questions about the main idea in a passage w/ a high frequency of initial digraph /ch/		
	108	Predict the outcome of a passage w/ a high frequency of initial cons. blends /-r/		
	109	Answer questions in a story with a high frequency of contractions - 's		
	110	Answer questions about space relationships in a story		
	111	Identify the proper chronology of sentences		
	112	Answer questions about time relationships in a story		
	113	Identify the main idea supported by a set of sentences		

LEVEL 2

234-235	114	Identify a word that ends with the same sound as two picture words: /b/		
	115	Ending sound /g/		
	116	Ending sound /s/		
	117	Identify a word with same long/short vowel sound as given wd. with VCC+E or VC+E		
	118	Identify a word that does NOT have same vowel sound as two picture names: (i, e, u) + /r/		
	119	Identify a word that has the same vowel sound as 'care'		
	120	Same vowel sound as 'pair'		
	121	Identify a word that ends with the same sound as two picture names: /nk/		
236-237	122	Identify a word with the same vowel sound as two picture names: Regular /ai/		
	123	Regular /ea/		
	124	Regular /oa/		
	125	Irreg. long /oo/ moon		
	126	Identify a word with/without same vowel sound as 2 picture names: irreg. short /oo/ book		
	127	With or without irreg. /ou/, /ow/ loud clown		
	128	Identify a word with the same vowel sound as two picture names: irreg. /aw/ paw		
	129	Same vowel sound as /ar/		
238-239	130	Identify correct initial digraph to complete the name of a picture: /ch/		
	131	Initial digraph /sh/		
	132	Initial digraph /th/		
	133	Initial digraph /wh/		
	134	Identify correct final blend to complete the name of a picture: /nd/		
	135	Identify correct plural noun form to complete a sentence: (-es)		
	136	Plural noun form (-s)		
	137	Identify correct verb form to complete a sentence regular third pers. sing. (-s)		

BKLT	ICRT #	LEVEL 2 continued	M	I
242-243	138	Identify correct verb form to complete a sentence: regular third person sing -es		
	139	Identify correct suffix to complete a word - ing		
	140	Identify correct plural possessive noun form (s')		
	141	Match a phrase to its contraction (I am = I'm)		
	142	Identify a suffix that completes a comparative adjective used in a sentence (er)		
	143	Identify a suffix that completes a superlative adjective in a sentence (est)		
	144	Identify a second word to complete a compound word		
	145	Identify a meaning of an unfamiliar word from context clues		
244-245	146	Identify a pair of antonyms from several pairs of words		
	147	Identify a pair of synonyms from several pairs of words		
	148	Answer questions about space relationships in an illustration		
	149	Identify a key word or phrase that answers questions about a set of sentences		
	150	Identify the order in which a list of sentences occurs in time		
	151	Select a phrase that is the answer to a riddle		
	152	Classify two items as like or unlike		
	153	Identify a phrase that describes an outcome of a story		
246-247	154	Identify a word which arranges events in the order they occurred in a story (before / after)		
	155	Identify attributes common to two characters of a story		
	156	Identify a word or phrase that completes the main idea of a story		
	157	Identify a sentence that best summarizes a story		
	158	Identify a word or phrase that completes a sentence rephrasing the main idea		
	159	Identify words describing the emotion expressed by a character		
	160	Identify reason for a character's action		
	161	Identify the cause of an event		

LEVEL 3

248-249	162	Identify consonant in picture name as at beg./end		
	163	Identify vowel sound in one-syllable words: short /a/		
	164	Short /i/		
	165	Identify word with long vowel sound in a list of words with VC+E and VC patterns		
	166	Identify word which contains same irregular vowel digraph as a picture name: /oi/		
	167	Irregular vowel digraph /oy/		
	168	Identify correct word to complete a sentence from a list with a vowel +/r or /l/		
	169	Identify a word that begins with the same cons. blend as a picture name: /cl/		
252-253	170	Identify the correct final blend to name a picture /ld/		
	171	Final blend /lt/		
	172	Final blend /mp/		
	173	Identify the correct - ing verb form to complete a sentence		
	174	Identify the full word form of a contraction		
	175	Identify the suffix that completes a word in a sentence - ly		
	176	Classify words as one- or two-syllable		
	177	Identify the meaning of a word from its context		

NAME - LAST FIRST

GRADE - CIRCLE ONE SCHOOL - IN PENCIL

BKLT	ICRT #	LEVEL 3 continued	M	I
254	178	Identify correct form of adjective to complete a sentence (comparative, superlative)		
	179	Identify correct word to complete a sentence of definition		
	180	Identify the best definition of a word with multiple meanings given in a sentence		
	181	Identify a prefixed word (un-) given a synonym and a set of words		
	182	Identify the correct suffix to complete a word in a sentence (ful)		
	183	Suffix (-less)		
	184	Identify the proper sequence of a list of sentences		
	185	Identify a sentence NOT in sequence describing an event		
256-257	186	Answer questions about details in a passage w/a high frequency of unfamiliar words + definitions		
	187	Identify word or phrase answering questions about specific information in a familiar short story		
	188	Rearrange statements summarizing a passage in proper order		
	189	Answer questions about the attributes of characters in a story		
	190	Answer questions about space relationships in a short story		
	191	Identify a word or phrase that supports the main idea of a short story		
	192	Identify a sentence that tells the main idea of a short story		
	193	Identify details that directly support the main idea of a short story		
258-259	194	Identify the implied main idea of a passage		
	195	Identify the sentence describing the probable outcome of a story		
	196	Identify events which preceded those described in a passage		
	197	Identify implied details not explicitly stated in a passage		
	198	Identify the best statement of cause for an event in a passage		
	199	Identify the implied cause of a character's actions in a story		
	200	Answer specific questions about facts in a passage		
	201	Answer specific questions about facts in article		

LEVEL 4

262-263	202	Identify silent consonants in list of words		
	203	Identify short vowel word to complete a sentence		
	204	Identify word in the CVC or VV pattern that has either a long /a/ or long /e/		
	205	Identify vowel pattern to complete a word in a sentence /au/ /aw/ /ou/ /ow/		
	206	Vowel missing /oi/ /oy/ short /oo/ book Long /oo/ moon		
	207	Identify irregular vowel pattern to complete a word in a sentence /ie/ or /ei/		
	208	Irregular vowels missing /ea/		
	209	Match verb to correct -ing form (double final cons. or drop final e + ing)		
264-265	210	Identify past tense verb form to complete a sentence (-ed, double final cons. + ed)		
	211	Identify irregular third person singular verb form to complete a sentence		
	212	Identify past tense verb form (y to i + ed)		
	213	Identify the number of syllables in a word		
	214	Identify a two-syllable word with medial consonants from a list		
	215	Identify the syllabication of a two-syllable word with one medial consonant		
	216	Syllabicate 2-syllable word, final -le		
	217	Identify definition of word or phrase from context		

BKLT	ICRT #	LEVEL 4 continued	M	I
266-267	218	Identify a word that fits a description		
	219	Identify one word that has two meanings, and pronunciations to complete 2 sentences (pro' ject, pro ject')		
	220	Identify a key word in a story to use in selecting details		
	221	Answer specific questions about the information in a familiar passage		
	222	Answer specific questions about the information in an unfamiliar passage		
	223	Identify details to support the main idea		
	224	Answer specific questions about space relationships in a story		
	225	Sequence events in a story		
268-269	226	Answer specific questions about the time relationships in a story		
	227	Classify attributes of a group of animals as similar or different		
	228	Identify a statement that rephrases the main idea of a passage		
	229	Identify the main idea of one part of a two- or three-part story		
	230	Identify future events in a story based on events from a passage		
	231	Identify cause-effect relationship in a story		
	232	Identify attributes common to two groups of people or two processes		
	233	Identify details NOT explained in factual art.		

LEVEL 5

272-273	234	Select short vowel word to complete sentence		
	235	Syllabicate a three-syllable word		
	236	Identify the root of an affixated word, (unknowingly)		
	237	Define correctly an affixated word		
	238	Define an unfamiliar word by selecting a synonym		
	239	Identify an antonym		
	240	Identify a word for completing a sentence by finding its definition within the sentence		
	241	Identify a phrase to complete a sentence by using context clues		
274-275	242	Identify a word to complete a sentence by using context clues		
	243	Identify the definition of word with multiple meanings by using context clues		
	244	Match a word with multiple meanings to all its definitions		
	245	Identify key words in skimming a passage		
	246	Identify a sentence that means same as given sentence but has different functional units		
	247	Select phrase that answers questions about unfamiliar passage		
	248	Identify time passed in a passage containing clues about time		
	249	Identify the statement making a logical inference based on story		
276-277	250	Identify a sentence which does not support the main idea		
	251	Identify features that do or do not relate to a class of things		
	252	Identify sentence which rephrases the main idea of a passage		
	253	Main idea of a paragraph		
	254	Identify the phrase which completes the implied cause-effect relationship		
	255	Identify an implied statement best supported by information in a passage		
	256	Identify a conclusion either supporting or not supporting details in passage		
	257	Identify a word completing a statement about similarity or difference between character in a story		

BKLT	ICRT #	LEVEL 5 continued	M	I
278-279	258	Select the correct word or phrase to complete a sentence in a familiar passage		
	259	Identify a word that completes a sentence comparing characters in a story		
	260	Identify a sentence that summarizes a paragraph		
	261	Identify the best description of an author's intent		
	262	Identify the purpose of a passage: to persuade, to inform, or to entertain		
	263	Identify the emotion described in a passage		
	264	Classify phrases: describing actions, forming visual pictures, denoting sounds		
	265	Identify statements of fact and opinion		

LEVEL 6

282-283	266	Syllabicate a 2-syllable word w/1 medial consonant		
	267	Identify missing vowels in a word: irregular /au/ /aw/ /ow/ /ou/		
	268	Identify the affixated word needed to complete a sentence		
	269	Identify an unfamiliar root to combine with a given prefix and definition		
	270	Identify a synonym for an unfamiliar word in a sentence		
	271	Identify a word that completes a sentence of definition		
	272	Identify the definition of an underlined word in a sentence		
	273	Select a phrase in a sentence that is the clue to the meaning of an unknown word		
284-285	274	Identify the meaning of an unknown word in a sentence		
	275	Identify the meaning of a word that has multiple meanings from context		
	276	Identify the detail that answers a question about a story		
	277	Arrange events from a story in chronological order		
	278	Identify the main idea of a paragraph		
	279	Select the best explanation for a character's actions		
	280	Identify the phrase that completes a sentence describing an implied cause-effect relationship		
	281	Identify a statement as general or specific		
286-287	282	Sequence a set of related sentences		
	283	Identify an attribute that helps an object perform a function		
	284	Identify the main idea of a selection		
	285	Identify the main idea of a selection		
	286	Select an accurate interpretation of a new idea in a passage		
	287	Select evidence in a reading selection to support (or NOT) a given statement		
	288	Compare author's attitudes toward parallel subject matter in the given selections		
	289	Identify an author's purpose: for information, persuasion or entertainment		
288-289	290	Identify phrases in a news story that answer questions "when" and "where"		
	291	Identify an analogy about two characters in a story as T or F		
	292	Identify statements of fact and opinion		
	293	Identify a map or location on a map given a set of directions		
	294	Identify facts which support (or NOT) a general statement in social science		
	295	Identify a logical conclusion to a simple experiment		
	296	Match the question portion of a math problem to the rest of it		
	297	Classify a passage as description, narration or exposition		

BKLT	ICRT #	LEVEL 7	M	I
292-293	298	Match a root and definition with the missing prefix or suffix		
	299	Identify the definition of a word from its context		
	300	Classify statements from a passage as relevant or irrelevant		
	301	Identify implied information from a magazine advertisement		
	302	Identify an author's attitude as favorable, neutral or negative		
	303	Identify objects compared in analogy		
	304	Identify logical (illogical) implications in an analogy as T or F		
	305	Identify a statement that is not an analogy in a list of sentences		
294-295	306	Identify a passage as description, narration or exposition		
	307	Identify the phrase that best describes the mood of a passage		
	308	Identify similarities or differences in two customs		
	309	Identify source of valid information for an objective evaluation of problem situation		
	310	Match a numerical statement to its printed word form		
	311	Classify a quantity in a word problem as necessary/unnecessary for the solution		
	312	Identify an hypothesis for an experiment		
	313	Identify evidence to support an hypothesis		

LEVEL 8

296-297	314	Identify word among synonyms best fitting context		
	315	Identify the best definition for a word with multiple meanings (context clues)		
	316	Paraphrase a written passage		
	317	Identify evidence in an article that supports a given statement		
	318	Match a list of characteristics to a character in a short story		
	319	Arrange a list of events by relationships of cause-effect		
	320	Identify characteristics common to science and social science		
	321	Identify exaggerations or opinions		
298-299	322	Identify phrases appealing to fear, hostility, discomfort		
	323	Identify facts about two nations as common to/different from		
	324	Identify bias as exaggeration or prediction presented as fact		
	325	Identify operations necessary to solve a math word problem		
	326	Identify numerical symbols equivalent to written symbols (fraction, percent, decimal)		
	327	Identify statement in lab experiment demonstrating scientific process		
	328	Identify the main plot of a story with at least two plots		
	329	Identify the purpose of an editorial: to explain, criticize, praise, persuade, entertain		

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WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

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LEVEL A:
- 1 — Picture topics
- 2 — First or last event
- 3 — Sequence
- 4 — Synthesis
- 5 — Outcomes
- 6 — Affixes

All A skills

COMPREHENSION

KEY TO STRANDS

M — Main Idea
S — Sequence
R — Reasoning
D — Detail
C — Context
A — Affixes

NOTE: Skills marked i are assessed by a performance test.

LEVEL B:
- Paragraph topics
- Before or after
- Outcomes
- Detail

All B skills

LEVEL C:
- Paragraph topics
- Before or after
- Cause-effect
- Detail
- Negatives

All C skills

WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

PUPIL NAME _____ DATE _____

UNIT _____ GRADE _____ SPECIAL CODE _____ LEVEL _____

SKILL	RS	M	%C

LITTON ABS T69227X-593

LEVEL G:
- Explicit sequence
- Natural deductions
- Induction
- Context clues

All G skills

LEVEL F:
- Main idea
- Sequence (timeline)
- Complex deductions
- Embedded parts and clauses
- Suffixes

All F skills

DATE	NO. OF SKILLS	GROWTH

LEVEL D:
1. Topic sentences
2. Explicit sequence
3. Making deductions
4. Clauses
5. Passives
6. Context clues

All D skills

LEVEL E:
1. Main idea
2. Implicit sequence
3. Making deductions
4. Embedded parts
5. Context clues
6. Prefixes

All E skills

WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

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LEVEL A:
1. Rhyming words
2. Rhyming phrases
3. Shapes
4. Letters, numbers
5. Words, phrases
6. i — Colors
7. Initial consonants

All A skills

LEVEL C:
1. i — Sight vocabulary
2. Consonant variants
3. Consonant blends
4. Long vowels
5. Vowel + r, a + l, a + w
6. Diphthongs
7. Long & short oo
8. Middle vowel
9. Two vowels separated
10. Two vowels together
11. Final vowel
12. Consonant digraphs
13. Base words
14. Plurals
15. Homonyms
16. Synonyms, antonyms
17. i — Independent application
18. Multiple meanings

All C skills

WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

PUPIL NAME _____ DATE _____

UNIT _____ GRADE _____ SPECIAL CODE _____ LEVEL _____

SKILL	RS	M	%C

LEVEL D:
1. i — Sight vocabulary
2. Consonant blends
3. Silent letters
4. Syllabication
5. Accent
6. Unaccented schwa
7. Possessives

All D skills

WORD ATTACK

NOTE: Skills marked i are assessed by a performance test or teacher observation.

LEVEL B:
1. i — Sight vocabulary
2. i — Left right sequence
3. Beginning consonants
4. Ending consonants
5. Consonant blends
6. Rhyming elements
7. Short vowels
8. Consonant digraphs
9. Compound words
10. Contractions
11. Base words
12. Plurals
13. Possessives

All B skills

DATE	NO. OF SKILLS	GROWTH

COMPARISONS OF READING MATERIALS INCLUDING THOSE PURCHASED FOR TITLE VII USE

The teacher understands the purpose of the material used.

After determining a child's reading level and dividing the class into instructional groups, the teacher must choose effective materials for each group. Each reading series available in Unit 4 emphasizes a certain approach and methodology. The following section attempts to give information on each of the reading series available at the various grade levels. These comparisons are to assess the particular focus and presentation of each series in the areas of vocabulary development, skills taught, content, practice material, enrichment, and comprehension.

KINDERGARTEN

Readiness Kits - Either or both of these programs may be used to fit individual needs

Macmillan - In the Park, By the Tall Houses, In the Clinic, In the Play Street

McGraw-Hill - Early Learning System

Module A - Entry Skills	Module E - Sets
Module B - Locational Skills	Module F - Classifying
Module C - Colors	Module G - Five Senses
Module D - Shapes	

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Macmillan Emphasis on language development (listening and talking) Emphasis on vocabulary development Stresses life experiences and concepts Stresses interaction between child and teacher Content oriented	Emphasis on speaking and listening vocabulary	All small-group instruction by teacher Manipulative games Informal assessment Verbal response to stimulus pictures	Subjective Inter-racial material Various settings urban and rural	Related manipulative materials, puzzles, and games	Much opportunity for enrichment and extention of ideas	Stresses general understanding, ideas, concepts, experiences, and thoughts Extends language experiences
McGraw-Hill Early Learning System Very structured Task oriented Emphasis on cognitive learning Emphasis on listening for specific directions Emphasis on non-verbal responses	Emphasis on listening vocabulary	Small group instruction Large group instruction Cassette-taught lessons Teacher-taught lessons Paper-pencil activities Workbooks	Objective, concrete Limited use of stories Limited content Pre and post testing included for each module.	Workbook, worksheets, No-mark books	Not built into program	Teaches by comparing and contrasting Teaches skills stressing specific meaning

Supplementary: Scott, Foresman, Level I (Red)
Ginn Language Kit A } in each building

FIRST GRADE

Readiness Levels:
Macmillan - Levels 1 & 2 (We Begin and How We Read)
Scott Foresman - Level 1 (red)
Economy - Keys to Reading - Level 1 (Stepping Stones)

Pre-primer Levels:
Macmillan - Levels 3,4,5 (Opening Books, Magic Box, Things We See)
Scott Foresman - Level 2 (blue)
Economy - Keys to Reading - Levels 2,3,4 (Pug, Sun Tree, Zip, Pop Go)

Primer Levels:
Macmillan - Level 6 (Worlds of Wonder)
Scott Foresman - Level 3 (green)
Economy - Keys to Reading - Level 5 (Green Feet)

First Reader Levels (1^2)
Macmillan - Level 7 (Lands of Pleasure)
Scott Foresman - Level 4 (yellow)
Economy - Keys to Reading - Level 6 (Blue Dilly Dilly)

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Macmillan Reading Program (1970) The focus is analytic, proceeding from whole to part. This series has a balanced emphasis on word analysis, sight vocabulary, rhyming words, picture and context clues and comprehension skills.	Introduction of new words is highly structured, well controlled, and carefully planned. There is a gradual introduction of sight words. Analytic skills are: beginning consonants at the pre-primer level, ending consonants and short vowels at the primer level and long vowels in the first reader. New words are learned through letter substitutions in rhyming words.	Skills are taught through repetition of graphemes/phonemes, sight words, and spelling patterns. There is an emphasis on comprehension (inferential thinking, etc.) from the readiness level through the first reader. Comprehension is stressed throughout the workbook pages.	The same characters are used in the readiness, pre-primer and primer levels. More variety of characters is used in the supplementary paperbacks at each level. The content is sensitive to ethnic differences. There is a wide use of urban, rural and minority settings. There is very little non-fiction at the primary levels.	There are adequate workbooks and worksheets at all levels. Additional activities for consonant sounds are needed. Workbook pages are provided that precede and follow each story. Teacher direction is needed, particularly with sheets preceding the story. Worksheets may be ordered from the Mellon Building. Workbooks should be ordered in the spring.	There are good introductory dictionary skills for enrichment. The manuals suggest many enrichment activities. There is a good balance of activities involving the auditory and visual channels.	Comprehension is taught through discussion, workbook pages and questions. It is taught as a skill stressing meaning and as critical reading with inferential exercises.

FIRST GRADE (cont.)

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Scott Foresman Reading Systems The Focus is analytic, proceeding from whole to part. A collection of books to be read to children is included at each level.	Very little vocabulary control except through sentence patterns. For average and below average students, sight words are introduced at a fast pace. Initial consonant letters and sounds are taught at the pre-primer. All vowel sounds are taught in clusters in primer and 1st readers.	Skills approach is from whole to part. There is a strong dependence on context clues, picture clues, and discussion questions. Utilizes rhyming words. Uses simple examples of good literature in beginning reading. Level 3 is difficult for low average to below average pupils because of rapid introduction of vowel sounds.	There is a great variety of characters. The content is sensitive to ethnic differences. There are more fictional settings and fewer real life situations. Non-fictional material (such as science, crafts, and general interest topics) are used frequently. In general, uses high interest material.	There are ample workbooks and worksheets to accompany all levels. Worksheets and workbooks are well coordinated. Worksheets and workbooks are too difficult for independent work for average and below average students. Worksheets may be ordered from the Mellon Building.	There are good introductory dictionary skills for enrichment. Teachers using other basic series might wish to use this series for enrichment. Aimed for a visual approach, but difficult. Excellent quality "Read Aloud" books for teacher to read are available in each building.	Comprehension is taught through questions and discussion as an integral part of the reading lesson. It is taught as a skill stressing meaning and as critical reading with inferential exercises.
Economy - Keys to Reading The focus is synthetic proceeding from part to whole. Teaches reading through analysis going to synthesis.	Sight vocabulary is highly controlled. Other vocabulary is introduced as students develop ability to sound out words. Emphasis on sight words is minimal. Long vowels, short vowels, consonants, consonant blends and diagraphs are introduced at the pre-primer level. Diphthongs and syllabication are introducted at primer level and prefix, suffix and compound words are in the 1st reader.	Skills approach is synthetic. Sound blending is stressed. There is less emphasis on comprehension skills.	There is an increasing variety of characters starting at the first reader level. The content is sensitive to ethnic differences. There is a wide variety of real life settings and some fictional settings. Very little non-fiction is included.	Ditto masters are available, but are difficult for average and below average students as suggested in the manual. Ditto masters should be ordered in the spring.	The teacher's manual has many enrichment activities at each level. Auditory channel is stressed.	Comprehension is taught through directed reading, giving purpose and building background. It is taught as a skill stressing meaning and as critical reading with inferential exercises.

FIRST GRADE (cont.)

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Distar (Limited use in specified buildings) The focus is on teaching the operations necessary to sound out words before they are recognized, thus providing a strong and transferable skill for attacking any unknown word.	During 160 daily 30 minutes lessons, forty sounds are introduced at the rate of one sound every four lessons. After 10 sounds are taught, word sounding begins. As a new sound is taught, it will appear in words, then in stories.	Teaching is done through teacher presentation scripts, and children read in consumable, take home booklets.	Fast moving stories are of high interest, illustrated by realistic or cartoon characters.	Each daily lesson has a take-home sheet for practicing sounds, writing and reading. A workbook offers many reinforcing and test-taking skills.	There are Distar strategy games and a library reading kit. Other suggestions are provided in the teacher's guide.	During the pre-skills teaching (lessons 1-27), oral comprehension skills are taught through oral blending tasks. After blending starts, comprehension, both direct and inferential, is oral. Written story comprehension items are introduced in the latter quarter of the program.
Alpha (Limited use in specified buildings) The focus is synthetic proceding from part to whole.	Sight vocabulary is controlled. Other vocabulary includes a wide variety of words that can be sounded out. The alphabet becomes 26 Letter People, each with a unique character and an unforgettable identity which is associated with its sound. Each letter person has many adventures which can be used for word building, lesson motivation and games.	Skills approach is synthetic. Sound blending is stressed. The teaching of skills is through the use of stories, games, role playing and dramatizations.	In Alpha Land, there is a variety of interesting stories involving the Letter People. These stories provide many opportunities for dramatizations.	Worksheets are available. The teacher's manual has many suggestions for additional practice activities.	The teacher's manual has a wide variety of enrichment activities.	In Alpha Time and Chatterbook, comprehension is taught through the use of pictures. In Alpha Land, comprehension is taught through directed reading. Many interest activities are included in the teacher's manual for teaching comprehension skills.

Supplementary: Consult Unit 4 Curriculum Guide for materials

SECOND GRADE

Level 2.1

Macmillan - Level 8, red (Enchanted Gates)

Scott Foresman - Level 5, purple; level 6, orange
(Note: Scott Foresman books have no names)

Economy - Level 7, green (Curbstone Dragons)

Level 2.2

Macmillan - Level 9, green (Shining Bridges)

Scott Foresman - Level 7, brown; level 8, acqua

Economy - Level 8, gold (Mustard Seed Magic)

FOCUS	VOCABULARY	HOW SKILLS AR TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Macmillan Emphasis is on decoding; word analysis skills for the purpose of obtaining meaning. Reference book skills are included but not emphasized as in Scott Foresman.	Series has well controlled vocabulary Vocabulary is built on key words with spelling clues to detect meaning of words.	Skills are practiced through use of workbooks and work sheets. Study skills are included but not as extensively as Scott Foresman.	Stories are interesting. Attempts at portraying different life-styles not as realistic as Scott Foresman. Style is consistently story-like; inadequate ethnic representation. Paperback books available (at each building.	There are adequate work sheets and work books which are well coordinated with the reading lesson. Work sheets are to be ordered from the Mellon Building. Teacher's manual has many activities and reinforcement exercises for each skill	Teacher's manual provides a wealth of ideas.	Comprehension taught through guided silent and oral reading, locating details and facts in the story, with some inferences and use of critical reading.
Scott Foresman Emphasis is on language experience. Phonics is a secondary emphasis. Letter sound relationship and visual and auditory discrimination are incorporated within language experience framework. Enjoyment and appreciation of written language is a goal. A collection of books to be read to children is included at each level.	Vocabulary not highly controlled. Uses basic cue systems a. experience b. vocabulary c. conceptual d. language ability Basic cue systems and reliance on picture clues are stressed.	Skills approached at awareness level (listening), and recognition level through use of study book and practice sheets. Critical reading and study skills are strongly emphasized. Certain skills, however, are untouched (ex. syllabication).	Realistically portrays different life-styles. Has excellent nonfiction; reading for different purposes. Format looks like a dictionary or an encyclopedia.	Study books can be used independently from reader and emphasize: a. alphabetizing b. dictionary skills c. sequence d. choosing main idea e. following directions. f. phonetic skills Ditto materials available at the Mellon Building extend and reinforce the same skills as study	Teacher's manual has a wealth of enrichment ideas.	Comprehension taught through guided silent and oral reading. Heavy emphasis on semantic, picture and context clues. Critical reading and inferential exercises stressed. Opportunities for many kinds of reading tasks help them to adjust strategies learned.

SECOND GRADE

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Economy - Keys to Reading Emphasis is on decoding, word analysis skills. Series is highly auditory. Study skills such as use of reference books not heavily emphasized. Dictionary use is practiced.	Well controlled vocabulary. Continued practice in phonetic analysis. Introduces diphthongs diagraphs, consonant spellings, stressed and unstressed syllables, dividing between two vowels, unit syllables as; ain, tion.	Skills taught through teacher presentation on the board or with flash cards followed by practice work in workbooks. Dictionary skills are the only taught reference book skills. Alphabetizing throughout workbooks. Series is challenging; thus all levels may not be completed in a year.	Attempts to give a realistic portrayal of different life-styles.	Workbooks use many word analysis skills and only a few are related directly to the story in the textbook. The teachers manual has suggestions for comprehension. Dittos to supplement are much the same as workbook; could be used to reinforce skills if child is not ready to go to next level.	Wealth of ideas for enrichment. Teacher manuals are well organized for using these ideas. Questions for guided silent reading are extensive.	Comprehension taught through guided silent and oral reading.

Supplementary: In each building SRA kit 1b is available
Consult Unit 4 Curriculum Guide for materials

THIRD GRADE

Macmillan
Level 10 (3^1) - Better Than Gold
Level 11 (3^2) - More Than Words

Scott-Foresman
Level 9 (3^1) red (No Titles)
Level 10 (3^1) green
Level 11 (3^2) blue
Level 12 (3^2) green

Economy - Keys to Reading
Level 9 (3^1) - Air Pudding and Wind Sauce
Level 10 (3^2) - Mysterious Wisteria

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Macmillan **Provides teachers** with materials to help children learn to read, **enables** them to enjoy reading and **extends** their factual and fictional reading. **Provides combination** visual and auditory approach. **Series not for use with students working below grade level.**	Vocabulary controls geared to expanding skills program. Should be used with average or above average group.	Concepts and skills are taught inductively. The pupil is taught to apply increasingly more sophisticated and productive skills on meeting new words. Good purpose setting questions; **however difficult transition between 3-2 and 4-0 due to shift from primary focus to a literary one.**	**Series somewhat sensitive to ethnic groups.** Stories grouped around a central theme. **Stories seen through** eyes of characters. A small paperback book entitled 'Reading Times' is available at the end of each unit.	**Workbook correlates well with text.** Vocabulary work sheets good for individual attack of new words. **Skills are reinforced well.** Numerous extra practice sheets shown in manual available if needed on order from Mellon Bldg.	At end of each story there are suggestions and creative activities to apply and broaden skills in poems, stories, music, and drama. Excellent provisions for individual differences.	Comprehension page **appears** after each story. Develops in a variety of ways the skills of seeing relationships, recognizing main idea, recalling story sequence, interpreting facts given in the story, and recognizing the feelings of characters.
Scott-Foresman **Uses linguistic approach with emphasis on language arts.**	Uses picture cues and contexts cues as presented in a glossary. Most vocabulary depends on context clue. Content is auditory-visual through the use of anthologies for each level. No provision made for systematic vocabulary introduction and development.	The cluster of skills is introduced to children through class discussion, reading, aloud, or other procedures. Children practice and use the skill through reading and working exercises in a study book. Skills are refined by listening to good literature followed by class discussion. Necessity for considerable teacher involvement. Pacing is difficult.	**Series has excellent reference skills. Readers and workbooks are not correlated and can be used separately. Multi-ethnic approach apparent.**	Could use more practice material; series has study books. Worksheets are correlated with studybooks. Manual has many suggestions.	Excellent literature for teacher to read aloud in anthology. Paper back book, 'Introduction to Personal Reading' is not available for grade 3.	**Provision is made for recognition of main idea and supporting details; story problem and solution; critical and creative thinking; characterization, awareness of types of literature; and use of reference aids.**

THIRD GRADE

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Economy - Keys to Reading Primarily auditory phonetic approach.	Vocabulary related to sounds stressed in each lesson. Expanded sight vocabulary. Series needs glossary. Average and below average pupils will need review before starting this material.	Teacher oriented. Analyze words by phonetic, structural, context and configuration clues. Development of critical thinking through discussion.	Diverse story topics, ethnic stories.	Sight word cards and workbooks available, also duplicating masters (1 set for each grade level) to be shared. In teacher's manual, ditto numbers are not noted. Workbook is teacher oriented and not always correlated to the lesson. Workbook is difficult.	Opportunity for enrichment in all modality areas.	Ample cognitive-memory and convergent exercises, but fewer divergent and evaluative exercises.

Supplementary

Materials in each building appropriate to 3rd grade level.

SRA Reading Lab 1c

Scholastic Reading Kit

See supplementary list in Unit 4 manual for additional material.

FOURTH GRADE

Macmillan (1970)

Level 12 (black) Magic Word

American Book Co. (1968)

Level J (red) Joys and Journeys

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Macmillan Well structured program designed for a reader at the 4^1 level. Difficult transition between 3^2 and 4^1 levels. Combination visual and auditory presentation Literature approach Teacher's manual well developed.	Vocabulary controls are tightly geared to the expanding skills program. New words in each story introduced by supplementary worksheets, using the words in context. Sheets must be ordered from Mellon Bldg. Pronunication of words shown on worksheet.	Concepts and skills are taught in an increasingly sophisticated manner. Good purpose setting questions. Excellent exercises at end of each story and unit. Skills reinforced in workbook.	Somewhat sensitive to ethnic groups. Units grouped around central theme. Stories seen through eyes of characters. Many stories correlated well with present 4th grade science and social studies units.	Good workbook correlation with book, but teacher direction needed. Workbook directions are too long and difficult. 40 phonics lessons at back of child's book can be used for practice or remediation. They are correlated with teachers manual. Teacher's manual gives additional exercises for drill. End-of-unit skill review sheets can be ordered from Mellon Building.	End of each story has suggestions and creative activities to apply and broaden skills through poems, stories, music, drama, etc. Excellent provisions for individual differences in teacher manual for each story.	Good comprehension pages for children after each story; develops meaning in a variety of ways seeing relationships, recognizing the main ideas, recalling story sequence, interpreting facts given in the story, recognizing the feeling of character and development of inference. Workbook correlates well with story and stresses comprehension skills. Discussion is an integral part of the reading lesson.

FOURTH GRADE

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
American Book Co. The approach is designed for the independent child with a mature reading ability more difficult than Macmillan	No materials for vocabulary introduction. Wider range of vocabulary than author indicates. Vocabulary in book different from vocabulary in workbook. Vocabulary skills are developed and practiced on worksheets. Some of the new vocabulary is footnoted at the bottom of the child's book. Supplementary dictionaries are needed. Accents shown differently from most dictionaries.	Teacher development of story. Pupil reads story. Teacher follow-up is directed by manual and is good. No reinforcement of teacher presented skills are offered in the workbook or series. Skills to be practiced in workbook have not been previously taught.	Stress is on plot, purposes, punctuation, inference, feelings, relationships, characterization and mood. Diverse background presented in interesting manner; may need cross-cultural interpretation. Interesting illustrations High interest stories	Worksheets hard, must be ordered from Mellon Bldg. Little correlation between stories in reader and worksheets and stories in workbooks. Workbook needs close teacher supervision. Skill pages at end of story are inadequate. Checkup tests at end of each unit are in each building.	Suggestions for enrichment after each story. READ Roundup Kit A is available with skill cards and comprehension cards in each building. These are difficult for average and below average students.	Good for teaching critical and inferential thinking under teacher guidance. Lack of questions dealing with comprehension at end of stories, and in workbook.

Supplementary reading aids in each building:

SRA Kit - Level IIa - individualized reading cards ranging from level 2.0 to approximately 7.0.

Macmillan Spectrum Kit - available in your building for additional practice in word analysis, comprehension, and vocabulary growth.

See Supplementary list in Unit 4 manual for additional material.

FIFTH GRADE

Macmillan
Level 13 (green) Bold Journeys

American Book Co.
Level K (orange) Kings and Things

SIXTH GRADE

Macmillan
Level 14 (blue) Into New Worlds

American Book Co.
Level L (aqua) Launchings and Landings

FOCUS	VOCABUALRY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
Macmillan Content themes of high literary value are selected so that pupils can develop abilities to compare, contrast and generalize.	A great deal of emphasis is placed on word analysis. New words in each story introduced by supplementary comprehension worksheets which may be ordered from the Mellon Building. Exercises at end of each story reinforce vocabulary developed in story.	Excellent exercises at the end of each story and unit stress vocabulary development, word analysis, comprehension and distinquishing fact from fantasy. Critical thinking developed by presenting sequential stories from differing viewpoints.	Many stories have factual or historical basis. Story illustrations are fantasy based. There is a separate poetry unit. Poems are also used to introduce other units.	Various materials prepare the children for reading of each selection and can be used to evaluate comprehension and skill development. Workbook directions need teacher explanation. Worksheets are available for use prior to reading. Workbooks emphasize skills. Worksheets are availfrom Mellon Building for review of skills at end of each unit and at end of the book.	The teacher's guide provides self directed activities, a list of suggested readings for the student, teacher directed activities, and lists of films and filmstrips. The Spectrum Lab is available in each building for a. word analysis b. vocabulary development c. comprehension	At the end of each story, exercises evaluate mastery of basic skills, comprehension of main ideas, and details. The workbooks provide additional activities.

FIFTH AND SIXTH GRADES

FOCUS	VOCABULARY	HOW SKILLS ARE TAUGHT	CONTENT	PRACTICE	ENRICHMENT	COMPREHENSION
American Book Co. Reading skills aim at independence of the reader in ways which foster maturity. Linguistic approach Creative exercises provided for the enrichment of the better reader.	Stresses pronunciation, easy for pupil and teacher to use because of readily available footnotes. New words are introduced by basing them on familiar patterns already learned. There is a. no rigid vocabulary control b. little repetition of new words in later stories c. reliance put on memory or text clues.	Use wide variety of literature - both fiction and non-fiction. Comprehension and inference are stressed throughout the book. The accompanying skill book stresses word analyses, but contains no exercises for comprehension of the stories in the text. A READ Roundup Kit for enrichment is available in each building.	Appealing stories are relevant to the children's experiences and situations. Unit openers suggest the purpose for the reading of fiction, plays, and factual material. Illustrations are numerous, interesting, and pertinent. The teacher's annotated edition is easy to use.	There is one skill page at the end of each story, and 5 pages at the end of each unit. Each unit has a check up test to see whether skills stressed within the unit were acquired. These tend to be difficult. The skill book is a workbook which initiates or re-emphasises practice on specific skills following each selection from the text.	Helpful extension and enrichment suggestions are the teacher's guide for each story. Bibliographies are provided for independent reading. READ Roundup Kit develops reading comprehension skills. This is a more difficult collection of readings and activities designed for the more mature reader.	Implements comprehension through guided questions for discussion as an integral part of the reading lesson. Much stress is placed on inferential treatment through guiding questions on annotated pages of teacher's edition.

Supplementary materials:

READ Roundup Kit B - intended for grade 5
Kit C - intended for grade 6

SRA labs - Level 11b has been designated for grade 5
Level 11c has been designated for grade 6

Supplementary list in Unit 4 manual for additional material.

TITLE VII MATERIALS AVAILABLE IN EACH SCHOOL

I. BOOK PROGRAMS

A. Encyclopedia Brittanica "Language Experiences in Reading' Teacher Resource Books plus Dolch & Madden word lists taught in 6 week units in 2 phases
phase 1. opportunities to raise language awareness
phase 2. activities found in pupil books

Level I gr. 1
Learn to Read & Write
Growing Up
Magic Plastics
Sounds Around Us
Animals Everywhere
Roller Skates to Rockets

Level II gr. 1 extending into gr. 2
About Me & My Friends
What Can I Do?
All Kinds of Weather
Exploring Wildlife Around Us
What's That?
From Fact to Fantasy

Level III gr. 2 extending into gr. 3
More Than One Way
Discovering Beauty
Our Own United States of America
Work - Yesterday, Today and Tomorrow
Adventures in Writing

B. Webster/McGraw-hill

1. "Reading for Concepts" - each level develops 2-4 major concepts

Book	A	1.9	reading average
"	B	2.5	" "
"	C	3.2	" "
"	D	3.9	" "
"	E	4.6	" "
"	F	5.2	" "
"	G	5.8	" "
"	H	6.4	" "

(There are 5 books at each level and a total of 10 Teacher Guides per building)

Paperbacks contain 72-80 short selections plus test pages. Comprehension skills range from concrete to abstract treating facts, context, antecedents, opposites, inference, cause and effect and recognition of concepts.

2. "+4 Reading Booster" Complete set of corrective reading for 4th grade and up which includes chart used as pupil record folder, Code Book, Dr. Spello, cassettes, boxes of sight words, word wheels for several word parts, reading cards, answer pads with key templates, comprehension check tests and every reader Library with 20 books. All are color coded to program as much or as little as desired.

C. Random House

In all programs child progresses by choosing book from interest center, checks survey and vocabulary cards, reads book, completes answer cards, has teacher conference, possibly uses optional skill card.

Reading Program Yellow basic primary range 1.7-4.0 "Up & Away", "Animal Kingdom", "Tell Me Why", "Let's Pretend", "Playmates" are titles of Interest Centers.

Skillpacers Orange upper primary gr. 1-3 possible reading levels 2-4 (pacer unit only)

Reading Program Red lower intermediate gr. range 2-6 basic gr. 4 Interest Center titles are "Speaking of Animals", "Action Ahead", "What on Earth!", "Friends of Yours", "For the Fun of It".

Reading Program Blue middle intermediate gr. range 3-10 median 4-6 Interest Center Titles are "Interesting People", "Marvelous but True", "High Action", "This Could Be You", "Fun & Fantasy".

Skillpacers Green upper intermediate to young adult with median gr. 5-6 (pacer unit only)

D. Science Research Associates

Pilot Library Kit I C

Primarily 3rd grade 72 reading selections on cards ranging from 2nd to 6th grade with comprehension questions and student record books with exercises to measure literal, interpretive and evaluative comprehension; self administered with answers in key booklet.

Pilot Library Kit II A

Primarily 4th grade 72 selections ranging from 2nd to 7th grade with comprehension questions.

We Are Black Kit

Level 2.0 - 6.0 with comprehension questions for sentence completion; 120 four page selections, skill cards, key booklets, 4 filmstrips, student books and teacher's handbook.

Listening Skills Program Series

Boxes of 12 cassettes with pre and post tests and 22 listening exercises per box which develop listening and comprehension skills.

Intermediate Level II A average 5th grade; range grade 1-5
Intermediate Level II B average 5th grade; range grade 2-7
Intermediate Level II C average 6th grade; range grade 3-8

II. GAMES

Animated Key Cards - colorful primary picture cards with corresponding letters

Bingo Games - for use with primary children
1) Color - match color to name
2) Consonant Bingo - match beginning consonant to picture
3) Sequence Bingo - match letters & numbers in sequence
4) Alphabet Bingo - match letter to name

Bingo Set - Bingo game for primary children which uses sight words

Comprehension Matching Cards - primary picture and corresponding sentence cards

Consonant Lotto - Bingo game for primary children matching initial consonants and pictures

Consonant Sound Chart with Cards - primary chart with slots for letters and pictures

Family Group Puppets (Black and White) - two family groups of 6 puppets which can be used with any grade

Get Set - games for beginning readers
1) Treasure Capture - beginning consonant sounds and letters
2) Silly Sentences - uses context clues to decide meaning of word
3) Broken Letters - consonant letter sounds and forms
4) Animal Race - matching words with initial consonants

Group Word Teaching Game - Bingo game using Dolch sight vocabulary divided by skill areas for primary children

Interest Grabbers - Wipe Off Cards - laminated cards showing preprimary pictures, colors, letters, numbers

Letter Picture Solitaire - game for solitary primary child which matches initial consonant sounds and pictures

Phonics Crossword Puzzle Books A & B - Book A for primary, Book B for intermediate based on Dolch sight words

Phonics We Use Learning Games Kit - (Lyons and Carnahan)
1) Old Itch - initial consonant sounds
2) Spin-a-sound - initial sounds
3) Bingobang - final consonant sounds
4) Blends Race - initial consonant blends
5) Digraph Whirl - initial consonant digraphs
6) Digraph Hopscotch - initial and final digraphs
7) Vowel Dominoes - long and short vowel sounds
8) Spin Hard and Soft - sounds of C & G
9) Full House - vowels, vowel digraphs and dipthongs
10) Syllable Count - syllabication and accent

Picture & Word Dominoes - primary sight vocabulary and pictures

Reading Readiness Puzzles - 4 different puzzles which match different things for preprimer

Sequential Picture Cards I, II, III, IV (DLM) sequence cards telling short story; applicable in all grades

Short Vowel, Long Vowel & Homonyms - Bulletin board aides using characters to state rules and examples for both primary and intermediate

Silly Syntax Sets 1 & 2 - card games for primary and intermediate grades which emphasize sentence building

Sound Hunt Game - two card games, one vowel, one consonant, played like rummy for both primary and intermediate

Spelling Learning Games Kits - (Lyons and Carnahan) for grades 1-6, 5 games per kit

Kit A - gr. 1 - initial and final consonant sounds, short vowels, word patterns

Kit B - gr. 2 - more difficult initial and final consonant sounds, short and long vowels

Kit C - gr. 3 - blends, digraphs, medial long vowels, syllabication word building

Kit D - gr. 4 - digraphs, word building, dipthongs, ending patterns, diacritical marks

Kit E - gr. 5-6 - vowel sounds and spelling patterns, suffixes and root words, vocabulary potential using word patterns, spelling vocabulary, word pattern construction

Talk and Take - reading comprehension game to be used with upper grade; child must read and interpret rules and moves

Veri-Tech Vocabulary Enrichment - tablets which form designs for immediate feedback; primary and intermediate sets

What the Letters Say - primary matching game involving initial consonants and pictures

Word Roll - primary blocks with single letters to be rolled thus forming words

III. CASSETTE KITS

You and Me Stories - 4 cassettes and filmstrips for intermediate use discussing various aspects of the body

Straight Hair, Curly Hair
Blood Brothers
Your Skin and My Skin
Them Bones

How People Live in Kano, Nigeria; Nairobi, Kenya - cassette and filmstrip which discuss these two cities

Folk Songs of South Africa - two cassettes with songs for any level

Listen and Do - two sets of eleven cassettes each; stress vowel and consonant sounds; include ditto masters; primary use

Listen and Learn - eleven cassettes with ditto masters involving listening, reading and following directions

Auditory Perception Training Program - eleven cassettes and master dittoes per set involving following directions to auditory commands

Set Titles: Memory
Motor
Figure
Discrimination
Imagery

Sports Close-Up - Unitas, Brown, Aaron and Mays on cassettes with accompanying narration from book; comprehension questions and vocabulary exercises on ditto masters; intermediate use

Writing Bug - (from Random House) Intermediate writing program as motivational aid containing writing cards, cassettes and filmstrips designed to help child learn describing, explaining and story telling skills

IV. BOOKS

Bank Street Readers - (Macmillan) 4 copies each of 8 preprimers

Minority Assortment - 18 primary books and 30 intermediate books with emphasis or interest for minority students

Pupil Books - (Scott Foresman) series of 70 small books on 10 different levels with 7 books and a teacher's edition for each level.

Note: Many other supplementary books may be found in each school library and at the Unit 4 Servicenter.

EXPLANATION OF TERMS FOR USE WITH
COMPARISON GUIDE TO UNIT 4 READING MATERIALS

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The teacher understands the terminology of the field.

ANALYTIC - phonetic analysis of a word, going from whole to part, i.e., word to syllable to letter

AUDITORY APPROACH - teaching the ability to differentiate sounds and understand what is said

CODE - refers to the symbolic system used in communication between two human beings

COGNITIVE - mental development as opposed to psychomotor or affective development

CONFIGURATION CLUES - shapes, forms combinations of letters

CONTEXT - parts of a written or spoken message that precede and/or follow a specific passage, usually influential in its meaning

CONVERGENT - thinking process whereby a student takes a large number of facts or associations and puts them together in certain predictable combinations which result in one right answer

CRITICAL THINKING - judgment of accuracy, truth, worth and beauty of what is being read based on sound criteria or standards

DECODE - how a child breaks down a word to have meaning

DEDUCTIVE - inferring from a general rule, using past information

DIVERGENT - an open-ended type of thinking in which a large number of answers or solutions are possible

ECLECTIC - choosing the best items of several reading approaches and consolidating into one approach

ENCODE - produce previously learned symbols, as in spelling

FOCUS - central emphasis of publisher in teaching the reading

INDUCTIVE - reasoning from particular facts to a general rule

INFERENCE - meaning implied by hint or sign; not expressly stated

LINGUISTIC APPROACH - teaching of reading through letter sound symbol families (e.g. Scott Foresman)

LITERARY FOCUS - emphasis on literature

MODALITY - the sensory pathways through which children learn to read. Some children appear to learn most rapidly by hearing, some by seeing, some by touch. Strong preferences for one modality may suggest the most effective way of teaching reading

MULTI-ETHNIC - many races and creeds included in materials

MULTI-SEQUENCE APPROACH - use of many resources, personnel, materials and ways of organization

PHONETIC APPROACH - emphasis on sounding out words (e.g. Economy Co.)

SEMANTIC - the study of word meanings

SYNTAX - the arrangement of words or groups of words into sentences or phrases

SYNTHETIC - moving from part to whole, i.e., letter to word

VISUAL APPROACH - use of sight approach (look-say) in teaching reading

RECOMMENDATIONS FOR THE CHAMPAIGN UNIT 4 READING PROGRAM

I. Reading materials to fill gaps which exist in the present series:

A. Need transition reader between Level 7 and 8 of the Macmillian Series. Level 8 is too difficult for beginning second graders.

B. Need a reading textbook for intermediate grades which is not as difficult as the present Macmillan and American Book series. Would recommend the following with the priority designated:

1st - Purchase a transitional text for use between third and fourth grade. Explore Macmillan transitional reader.
2nd - Select a new series for the intermediate grades which would be more appropriate for the average and below average student at that level.

C. Need to have a set of ditto work sheets which are numbered the the same way in the teacher's manual as on the worksheets in the Economy series. Recommend:

1st - Purchase a new set of dittoes which are properly labelled if available.
2nd - Organize a summer project to label the manuals appropriately or plan folders for each set of dittoes. No clues in manual as to what number ditto should be used.

II. Update supplementary materials, particularly for students who are achieving above grade level:

A. Review supplementary materials presently available - ethnic sensitivity, copyright date, content, pictures, format, and accompanying skills materials.

B. Determine what materials are available for intermediate grades which will allow for spiral development beyond sixth grade level.

C. Write a proposal identifying the needs in the area of supplementary materials and request specific items to meet identified needs.

III. Test files of all available assessment tools and manuals should be prepared and maintained in each building for immediate reference by teachers with one individual responsible at the district level for keeping these files current.

IV. Inservice training relative to Reading Guidelines should be conducted.

A. Designate a time and plan for inservice with building principals.

B. Building principals work with staff to provide teachers with the information in the area of reading.

1. Include Reading Guidelines as part of orientation for new teachers.

2. Work with reading committee members to conduct an inservice program with staff at the building level.

V. Maintain staff competency in the area of reading.

A. Determine qualifications in reading instruction when interviewing potential applicants.

B. Provide ongoing inservice in the area of reading for existing staff.

C. Emphasize reading instruction as part of staff evaluation.

VI. Establish consistency in achievement testing throughout the elementary levels for better comparisons of data.

VII. A committee should study the current assessment instruments (District checksheet, Criterian Reference tests and Wisconsin Design) to determine future recommendations.

VIII. A committee, composed of representatives from primary and intermediate levels, including teachers from all grade levels, supportive services and administrators, should be a part of an ongoing plan to implement both guidelines and recommendations.